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ABSTRACT

A Committee on Minority Students was appointed to examine the issue of minority student presence at the University of Notre Dame. The committee's report discusses Notre Dame's current situation in the context of national trends and successful programs elsewhere, and 12 recommendations for action are made. The report consists of the following sections: (1) Charge and Committee Organization; (2) Introduction: A Strategic Time for Action (national trends, institutional climate, the challenge for Notre Dame); (3) Comprehensive University Commitment; (4) Minority Undergraduate Enrollment; (5) Undergraduate Financial Aid; (6) Faculty and Administrative Recruiting; (7) Student and Residence Life; (8) Undergraduate Academic Progress; (9) Graduate Education; (10) Minority Alumni/ae; and (11) Strategic Public Relations. A minority report press release is attached, giving details of the university's plan for increasing minority enrollment, scholarships, academic support, faculty recruitment, and involvement in the university community. (KM)

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PRELIMINARY REPORT

COMMITTEE ON MINORITY STUDENTS

UNIVERSITY OF NOTRE DAME

JUNE 1987

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HE 021 585

The Committee on Minority Students, appointed in November of 1986, has spent six months looking into the issue of minority student presence at the University of Notre Dame. This report attempts to provide a summary of where Notre Dame stands on a variety of issues that bear upon the University's ability to grow as a genuine multicultural environment. The committee attempted to place Notre Dame's current situation, and the challenge before it, in the context of national trends and successful programs elsewhere. As an integral part of these findings, the report puts forward a series of twelve related recommendations.

The report is premised upon three underlying conclusions which the deliberations of the committee served to underscore: that the problems to be addressed are systemic to the institution and require a comprehensive plan; that significant progress can be made given support from the top of the University, sustained commitment over time, and significant allocation of resources; and that it is an appropriate moment for Notre Dame to address these issues.

The report is divided into the following twelve sections:

I. Charge and Committee Organization
II. Introduction: A Strategic Time for Action
   A. National Trends
   B. Institutional Climate
   C. The Challenge for Notre Dame
III. Comprehensive University Commitment
IV. Minority Undergraduate Enrollment
V. Undergraduate Financial Aid
VI. Faculty and Administrative Recruiting
VII. Student and Residence Life
VIII. Undergraduate Academic Progress
IX. Graduate Education
X. Minority Alumni/ae
XI. Strategic Public Relations

I. Charge and Committee Organization

In November 1986, Provost Timothy O'Meara appointed the Committee on Minority Students to advise him on strategies for enhancing all aspects of the presence of minority undergraduate and graduate students at the University of Notre Dame. The charge of the committee included instruction to give specific attention to questions of recruitment; retention, especially in science and engineering; academic quality; student life; advising and counseling; and identifying and encouraging individuals towards university careers.

The following served as members of the committee:

Nathan Hatch (Chair), associate dean of the College of Arts and Letters
Angie Chamblee, assistant dean of the Freshman Year of Studies
James Cushing, professor of physics
Ken Durgans, director of minority student affairs
George Lopez, associate professor of government
Kevin Rooney, director of undergraduate admissions
Frederick Wright, assistant dean of the College of Arts and Letters

The strategy of the committee was two-fold. Meeting as a group on a weekly basis during the spring term of 1987, it sought to gain a broad perspective on the issue of minority students by discussing relevant issues with staff in the Admissions Office, the Financial Aid Office, the Freshman Year of Studies, and the office of the National Consortium for Graduate Degrees for Minorities in Engineering. In addition, the committee as a whole met with black and Hispanic students; and participated in two weekend sessions, in December and May, with minority alumni/ae. The committee also read broadly on national trends and corresponded with more than twenty peer institutions about their policies and practices regarding undergraduate financial aid for minorities and faculty hiring.

The second strategy was to address specific areas of interest and concern. The committee broke down into seven subcommittees to accomplish this and to expand the number of faculty, administrators, and students contributing to the process. This organizational plan and a set of questions serving as an informal guide for the respective subcommittees are included as Appendix 1.

II. Introduction: A Strategic Time for Action

A. National Trends

In the spring of 1987, 28 selective liberal arts colleges (including schools such as Wesleyan, Johns Hopkins, Swarthmore, Carleton, Amherst, and Mount Holyoke) formed a consortium to address the vexing issue of the reduced minority presence in American higher education. The presence of 17 college presidents at the meeting underscored the broad concern about stagnating minority enrollments and increasing signs of racial tension on campuses from the University of Massachusetts to the University of Texas, from the University of Michigan to Columbia University. The unsettling perception is that two decades of progress in diversifying higher education is threatened and that subtle, and not-so-subtle, forms of racism are actually on the rise. As a rule, sensitivity to minorities seems to be declining along with a decline in enrollment. (Appendix 2 is a series of articles on these issues.)

The changing economics of higher education is certainly a major factor in the levelling off of minority presence. Declining federal student assistance combines with the rapid rise in college costs to make the dream of a college education less feasible for many of modest income. In 1980, 40% of college freshmen came from families with incomes under $20,000. In 1986, only 23% did. Correcting for inflation, the share of students from moderate-income families enrolled in college has dropped by about one-fourth. Students from poor and minority families seem far more reluctant than middle-class students to burden themselves with heavy loan indebtedness.

These problems are compounded by the miniscule number of minority faculty members and the bleak prospect that even fewer blacks are entering graduate school now than did in the 1970's. A study by the American Council for Education shows a 11.9% drop in black enrollment in graduate and professional schools from 1980 to 1984 and an overall decline of 4.3% in the number of black faculty in the same period. No one knows where or how to address this problem. A recent study suggests that the most important factor in determining whether blacks earn degrees from predominantly white graduate schools is the presence of black faculty members. "Although we are not sure which came first—black faculty members or black doctoral students—we do know that without one, the other will soon be non-existent," said James E. Blackwell, author of the book *Mainstreaming Outsiders: The Production of Black Professionals.*

The problems of declining enrollment, manifestations of racism, the changing economics of higher education, and dearth of minority faculty members all combine to

make the issue of minorities on campus a critical one for American higher education at the end of the 20th century.

Blanket statistics, fortunately, do not tell the whole story. While the overall picture remains bleak, a significant number of institutions have successfully countered national trends and developed programs in response to these four key concerns. The most striking example is that of Wesleyan University, where in a decade black enrollment has risen from 6% to 10%, and Hispanic from 1.6% to 4.5%. During the same ten-year period, the percentage of black faculty has risen from 3.3% to 5.3%. "Wesleyan is at a point where it could enroll a significant number of minority students without making much of an effort," said Clifford Thornton, dean of minority admissions. "When minority students visit Wesleyan, they see other minority students, and they realize that if they attended the school, they wouldn't have to be trailblazers."

Other institutions have pursued a variety of related goals with notable success:

- Williams College in a major push to sustain black enrollment, now at 5%.
- Boston College in developing a successful office to serve as a center for academic and personal support for minority students.
- University of California, Berkeley, in developing the Minority Engineering Program, an intensive and highly supportive honors program for minority students planning a career in mathematics or science-based professions.
- MIT, Stanford, Cornell, Purdue, and Georgia Tech in developing programs that recruit significant numbers of minorities for graduate study in engineering.
- University of California, Santa Barbara, in encouraging minority graduate study by a program of dissertation-year fellowships and summer research internships for minority undergraduates.
- College of the Holy Cross, Vanderbilt, and John Hopkins, among others, in unveiling programs to curtail the burden of debt for entering minority students.

Successful programs for minorities share two interlocking characteristics: emphatic support from the top of the institution and sustained commitment over time. Numerous reports indicate that the most crucial ingredient in building a multicultural educational environment where there has not been one is endorsement and unqualified support of the program from the highest levels of the administration. This support reflects the real priorities of the institution and assures strong leadership in implementing policy. A second and related component of success is continuity of commitment, the persistence that allows new initiatives to become institutionalized, part of the warp and woof of the educational environment. The reason that Wesleyan is now being so successful in minority recruiting, Thornton said in a recent phone conversation, is that for almost two

decades they have maintained an active commitment to a goal which many other institutions had on paper but not in the forefront of institutional practice.

B. Institutional Climate

The following reflections represent the committee's best efforts to characterize the state of minority affairs at Notre Dame. They represent extensive exposure by the committee to the University community.

• *Feeling Uninvited.* On the whole, blacks and native Americans on campus tell us this is an uninviting environment for them. They feel isolated and alone here. They see virtually no minorities in responsible positions: in the administration, in the classroom, in the dorms, in student activities. They see few overtures by the dominant majority to take seriously the culture out of which they come; and they perceive, rightly or wrongly, that the University does not act in positive ways to counter latent racism on campus and to condemn it forthrightly when racial incidents do flare up.

• *Contrasting Adjustment.* There appears to be a significant contrast between overall degree of adjustment to campus life of Hispanics and blacks. Hispanic students seem generally content with Notre Dame although they differ sharply about the appropriate place of their distinct ethnic identity. Some actually wish to diminish their ethnic distinctiveness and become fully assimilated into the larger culture; while others want to retain distinct customs, food, and language. Clearly the rubric "Hispanic" constitutes a much less identifiable constituency than does "black." The committee did express concern about the relatively few Mexican-Americans from disadvantaged backgrounds that are to be found among the community of Hispanic students.

Blacks, by contrast, have a clear sense of ethnic identity and represent a narrower spectrum on the issue of assimilating into majority culture. They are also confronted with stronger negative reactions from the majority culture. In addition, many fewer blacks can identify positively with the University's Catholic heritage and religious life.

• *Concern about Growing Affluence.* Many persons throughout the University are concerned that the student body continues to grow more affluent with fewer students from backgrounds which include racial diversity. One Hispanic student told the committee that he speaks with many whites who manifest a particular kind of racism that grows out of having never had any extended interaction with blacks. The recent "Board of Trustees Student Report on Intellectual Life" makes the same point: "The current level of aid is insufficient to attract a diverse socio-economic student body. If the University is to be a cross-roads the student population must not mirror the demographic layout of an affluent Catholic suburban parish."

• *Unclear Status of Affirmative Action.* Most faculty and students do not doubt the University's positive intentions with repect to affirmative action; but many are puzzled by the lack of tangible manifestations of serious commitment—the kind of clear signals that the University gives about other central priorities. This estimation stems partly from the relatively small number of minority students (186 black undergraduates or 2.5%, 240 Hispanics or.3.2%, 24 native Americans or 0.3% and the relative absence of minorities in faculty or administrative positions. More importantly, it grows out of a lack of evidence—in publications, official documents, and verbal statements of purpose—that the University deems this to be an urgent priority that requires immediate attention and significant resources. Most faculty who have been involved on search committees, for instance, confess that affirmative action over the last decade has focused primarily on increasing the numbers of women and Catholics.

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• *Uncompetitive Financial Aid Packages for Minorities.* It is clear that financial aid packages currently being offered to incoming minority undergraduates are not competitive with peer institutions and that this leads to serious public relations problems for a University which boasts a noticeably large endowment. In fact, this spring the Admissions Office canceled a scheduled weekend workshop for high school counselors, most minorities, in light of the bad news on financial aid for the incoming class.

C. The Challenge for Notre Dame

In light of these developments, negative and positive, both without Notre Dame and within, the Committee on Minority Students is convinced that the University as a whole needs to commit itself to the challenge of building in this place a genuinely multicultural environment. This is a goal towards which Notre Dame has begun to move in the last two decades but one that will require firm commitment, redoubled efforts, creative planning, systematic implementation, and significant allocation of resources. In short, to realize at Notre Dame a viable muticultural environment, one that is hospitable to minorities and reflects to some measure the ethnic realities of American society, the University will have to target the issue as one of its central priorities. It is clear that to make any progress on this issue will require aggressive and creative efforts.

Why should the building of a vital multi-ethnic environment on its campus be among the highest priorities of the University of Notre Dame? In keeping with the mission of the University as defined most recently in the report *Priorities and Commitments for Excellence* (1982), the committee grounded its rationale for moving in this direction in the following four considerations:

1. *The Overall Mission of the University.* As the nation's premier Catholic University, Notre Dame has a keen responsibility to serve church and society as a beacon against prejudice and a credible witness to the kind of harmonious cultural diversity which is the goal of these broader communities. As a university of national stature and one committed to value-oriented education, Notre Dame has the responsibility and the resources to wrestle creatively with what has been, and continues to be, the central paradox of the American experience: the issue of race. Finally, and fundamentally, we must make real progress in this area because it is *right* to do so.

2. *Educational Enrichment.* Increased attention to this issue is also warranted for solid educational reasons, to enhance educational quality not to dilute it. Quite simply, it is impossible to educate young men and women as concerned and enlightened citizens if their educational home for four years remains predominantly white, homogeneous, and upper-middle class. Such a sheltered environment does not comport with the realities of contemporary American society, much less with the the world at the end of the twentieth century. The purpose of programs of foreign study, like those of experiential learning, remains incomplete at best if Notre Dame students return to a campus in which students are not wrestling, academically and personally, with the tensions of cultural diversity and discovering models of resolution.

3. *Responsibility to Disdavantaged.* A university such as Notre Dame has an obvious responsibility to minority communities in American society, particularly the economically and educationally disadvantaged. The continuing cycle of poverty, unemployment, and uncompleted schooling that besets American minorities, particularly in urban areas, calls for concrete and innovative educational programs rather than resignation or lofty pronouncements. Notre Dame needs to define the significant niche which it can reasonably assume in this area and to coordinate its own efforts with broader strategies in American higher education.

4. *An Appropriate Moment.* The committee also sees this as an appropriate moment for Notre Dame to take decisive action. One should not underestimate the threefold challenge that Notre Dame has faced over the last fifteen years in attempting to integrate women, both students and faculty, into the University; in pursuing with unprecedented success the goal of excelling as a university in the full sense of the word; and in confronting forthrightly the difficult issue of retaining a distinct Catholic identity amidst the process of building a faculty of excellence. On all three of these fronts, procedures for achieving these goals have been institutionalized. It is now feasible to think of focusing on another substantial challenge without compromising these existing priorities.

RECOMMENDATIONS OF THE PRELIMINARY REPORT OF

COMMITTEE ON MINORITY STUDENTS

Comprehensive University Commitment

In order to make substantial progress in three important areas—the number of minority students at Notre Dame, the number of minority faculty and administrators, and the growth of a community whose diversity will enrich the life of minority and majority persons alike—it seems important that the University formulate a comprehensive commitment on these matters.

Maximum impact will result if the President, acting either on his own authority or in concert with the Board of Trustees, issues a statement that Notre Dame is recommitting itself to address these issues with resolve and with a comprehensive university plan, communicated broadly to all facets of Notre Dame's constituency.

The most effective means to implement this plan, the committee believes, is through the appointment of a highly-ranked administrator, preferably a minority, with authority and responsibility for implementing a coordinated plan throughout the University. This administrative position will require considerable clout and savy given the compexity of the issues involved and the necessity of dealing with various sectors of the University in working out these goals. While implementing this plan may not be a full-time assignment, it is one that will require significant creativity, an astute sense of institutional politics, an eye for new program development, and the ability to interact with other universities and foundations. (Given the national dimensions of the problem, there is reason to think that significant resources will be available from government agencies and foundations for those institutions who creatively address the issue.) It is also crucial that this administrator have proven academic credentials because the job impinges upon sensitive academic issues and the jealously guarded right of departments to make appointments.

RECOMMENDATION 1: It is recommended that the University commit itself to a comprehensive plan to increase minority presence at the University among students, faculty, and administration. It is also recommended that a senior administrator be named to implement this plan.

Minority Undergraduate Enrollment

For the academic year 1986-87, the University had 186 black undergraduates (2.5%), 240 Hispanics (3.2%), and 24 native Americans (0.3%). In consultation with Director of Admissions Kevin Rooney, the committee thinks that it is a reasonable goal over the next five years for the University to double the number of students in each ethnic group: the suggested goals are 6% black, 6% Hispanic, 4% Asian, and 1% native American.

The importance of a minimum critical mass for minority students cannot be underestimated. For this reason, it seems advisable that the admissions office continue a threefold effort to increase enrollment among Hispanics, blacks, and native Americans. Hispanics have religious and cultural ties that make Notre Dame a more hospitable context. The necessary but more difficult challenge will be to develop a minimum critical mass of black and native American students.

It is equally important that the University recruit and retain qualified minority students. In order to do so, the admissions office will have to be supported to maintain the aggressive plan on these matters that it has begun. The committee endorses the fourfold strategy of that office in pursuing the best candidates nationally, developing strong feeder networks in midwestern cities, improving relations with black Catholic organizations, and projecting Notre Dame's renewed commitment to building a multicultural environment. The committee also encourages increased contact with predominantly minority schools and the development of innovative programs to assist minority teenagers in preparing for a university education. (The committee would also expect the number of Asian students to grow from the current level of 1.8% but sees that as a separate issue not calling for specific recruitment plans at this time. In short, as Notre Dame's academic reputation grows, the University is more likely to attract American students of Asian descent.)

RECOMMENDATION 2: It is recommended that Notre Dame establish the goal over the next five years of building a minority presence among undergraduate students of 6% black, 6% Hispanic, and 1% native American. Toward these goals, it is recommended that recruitment efforts remain aggressive while they retain sound academic standards.

Undergraduate Financial Aid

The cornerstone of any effort to improve minority presence at Notre Dame is a stable and competitive financial aid plan. In order to be competitive for academically gifted minorities, such a plan must accomplish four things:

- Meet the full need of qualified students.
- Make a commitment to sustain a package over four years.

- Structure a stable financial aid plan for successive incoming classes so that parents, counselors, and alumni/ae—the core of a recruiting network—know what to expect.
- Offer a favorable ratio of grants to loans.

The University has taken some steps to meet the first two goals. One way or another, the financial aid office meets the demonstrated need. However, because of absolute limits on the total scholarship dollars available for all entering freshmen, there is an absolute limit on the number of minority students who can be declared eligible for scholarship aid.

The financial aid staff also does their best to sustain the level of aid over four years, but unpredictable fluctuations in the total amount of scholarship aid available from year to year makes their task difficult. The University will have difficulty competing for talented minority students if other institutions at the outset are presenting a four-year financial aid plan while Notre Dame is making only a year-to-year commitment.

A third and related issue about financial aid at Notre Dame is that packaging for successive entering classes has fluctuated significantly from year to year. A minority freshman entering Notre Dame from 1982 through 1984 could expect 50% of his or her financial aid to be in grant funds. In 1985, that became 60%; in 1986, 70%; in 1987, back down to 50%. Whatever the reasons for these shifts, this lack of stability over time makes it very difficult for the Admissions Office to build the ongoing networks of alumni/ae, friends, and counselors which are the backbone of minority recruiting.

The last and most serious problem concerns student debt. Current aid packages offer a minority student a ratio of grant to self-help of 50/50%. This implies that a disadvantaged minority student, however talented, could easily incur a debt of $5000 per year, or $20,000 for a Notre Dame degree. It is clear from examining the policies of a wide range of other institutions that Notre Dame is far from competitive in asking minority students to carry this kind of debt. Some examples: Vanderbilt limits the debt burden for minorities to $1500 annually; Johns Hopkins to $1600; Georgetown to $2000 for freshmen, $2500 for upperclassmen; Wesleyan to $2500; College of the Holy Cross to $1500. Santa Clara University offers minority students a ratio of 80/20% grant to self-help, as does Vanderbilt University. A particularly impressive approach is that of the College of Holy Cross's new Martin Luther King Scholarship Program—which spells out exactly what kind of financial aid package students can expect. What puts Notre Dame at an even greater disadvantage is that schools such as Johns Hopkins, Washington University, Vanderbilt, and Emory also have merit scholarships for minorities which are

available independent of financial need. (See Appendix 3 for information about financial aid from these institutions.)

Although it is beyond the scope of our mandate, the committee does encourage the University to reassess seriously its overall policy of linking financial aid exclusively to endowment earnings. The policy is fiscally rock-solid, to be sure, but hard questions about its indirect repercussions should be asked. Why has every other university in the country felt at liberty to go beyond such a policy in one way or another? What are the long-term consequences of not doing so on the income demographics of the Notre Dame student body? In short, do projections indicate that it is actually feasible to raise enough endowment to support a significant complement of disadvantaged students—particularly given the expected inflation in tuition costs between now and the turn of the century? And will we have lost a whole generation before that kind of funding is in place?

Appendix 4 is a ten-year projection of the scholarship aid that would be required to sustain an undergraduate minority presence of 6% black, 6% Hispanic, and 1% native American. (The committee appreciates the expertise of Joe Russo and Kevin Rooney in compiling this projection. The figures assumes a self-help component of $2500 annually which is competitive with peer institutions. The average need is based on the current experience of the financial aid office.)

RECOMMENDATION 3: It is recommended that Notre Dame commit itself to a stable and competitive financial aid plan for minority students that can be communicated to prospective applicants. The plan should meet the full need of qualified freshmen, offer stable packages to a given class over four years and to successive incoming classes, and provide a high and competitive ratio of grant to self-help.

Faculty and Administrative Recruiting

Over the last decade, the University of Notre Dame has made progress in affirmative action efforts in two areas, the recruitment of women and Hispanics. During the years 1977-87, for instance, the number of women on the teaching and research faculty has grown from 54 (7.8%) to 110 (13%); the number of Hispanics on the faculty from 6 (0.7%) to 34 (3.4%). While significant challenges in these areas remain—such as the fact that figures on native-born Hispanic faculty are not nearly so impressive—there is no doubt but that the Notre Dame community includes an active and growing presence of women and Hispanic scholars at all faculty ranks. With respect to the Hispanic appointments, the presence of the Kellogg Institute has been, and will continue to be, a significant catalyst for faculty hiring in the College of Arts and Letters.

By contrast, the situation with respect to black faculty at Notre Dame is embarrassing. In this decade, the total number of blacks on the faculty has remained virtually constant, from 11 in 1977-1978 to 14 in 1986-1987. In fact, the reality is bleaker than these statistics. The number of black faculty members in tenured or tenure-track positions has actually declined so that out of over 600 regular teaching and research faculty of the university there are now only three black faculty members—one in Arts and Letters, one in Science, one in the Law School, and none in Business and Engineering. In this area, the problem has reached acute proportions and the challenge before the University is obvious.

Minorities are also rare in the administration of the University. Howard Adams, the executive director of the National Consortium for Graduate Degrees for Minorities in Engineering which is based at Notre Dame, told the committee that he knows of no university among the sixty that belong to the Consortium that has less visible minority presence in their overall administrative structure than does Notre Dame.

What seems critical to address is the nature of affirmative action efforts for both faculty and administration. As presently constituted, the Academic Affirmative Action Committee conducts an annual review of the Affirmative Action Program in the academic units of the University. The committee is not engaged actively in the search process. It is clear that the process of affirmative action for minorities needs to be renewed and upgraded so that a senior administrator, serving as the affirmative action officer, becomes involved in the process of faculty recruitment, not by threatening to thwart appointments *per se,* but by engaging faculty to leave no stone unturned in pursuing minority candidates. Departments need to be challenged and encouraged to work actively with minority caucuses within specific disciplines; to be required in any search to identify outstanding minorities in the field; to be given the flexibility to hire at a more senior level if necessary; and to be urged to bring additional candidates to campus in order to include minorities among a short list. In addition, the University needs to be more active in giving advice to departments about the whole process of attracting minorities to Notre Dame, including procedures for on-campus interviews. The University as a whole needs to develop a concerted plan of recruitment which will assist an individual department in convincing minority candidates to choose to come to Notre Dame.

These programs must be supported from the very top of the University and must be communicated broadly and effectively to administrators and faculty members alike. The priority of affirmative action as well as policies for its implementation need to be communicated regularly and forcefully to the faculty. Individual faculty members, search committees, and departments must have no doubt about Notre Dame's commitment in this

area and must be given every encouragement and assistance to go the second mile to develop their own effective measures. It would also be useful for the administration of the University to spell out for each college the kind of minority presence it would be expected to achieve over a five year period.

RECOMMENDATION 4: It is recommended that the University reconstitute its affirmative action procedures for faculty and administration so that the senior administrator become actively engaged in the process of hiring, ensuring that every effort is made to bring minorities into the active pool of candidates.

RECOMMENDATION 5: It is recommended that the University establish a voluntary affirmative action plan that would make available a certain number of new faculty positions for the appointment of black scholars.

The committee also discussed several other possibilities for concerted action. One would be a program of dissertation-year fellowships for minorities such as the Bolin Fellowship offered by Williams College or the Chicana Dissertation Fellowship offered by the University of California, Santa Barbara. (See Appendix 5.) The twofold value of these fellowships is in furthering graduate education for minorities as an end in itself and in creating the possibility of attracting a young minority scholar for permanent appointment at the host institution.

Another idea discussed by the committee is that the University target certain departments or programs which have the potential for building a minority presence among both faculty and graduate students. A concentrated effort of this kind might have more lasting impact than making the same number of appointments in widely diverse areas.

Student and Residence Life

Four issues about student life for minorities at Notre Dame seem worth noting:

• *The Homogeneity of the Campus.* The vast majority of the Notre Dame community, administration, faculty, staff, and students, is eager for the University to improve its racial diversity. The biggest problem is not overt racism but the complacency that arises from the fact that the campus is so homogeneous. Day by day, week by week, most whites at Notre Dame have so little contact with minority students that they do not think of this as a multi-ethnic environment. The dominant majority needs to be educated not to presume that their particular culture is the norm, and it is the majority who must be challenged to insure that this place is a hospitable home for minorities.

• *Alienation of Black Students.* In the main, blacks feel alienated from Notre Dame as an institution. Some of their resentment has to do with seemingly small matters—no appropriate barber on campus or suitable cosmetic products in the Bookstore; little ethnic

representation in Theodore's or on campus radio. When taken together, these give minority students an impression that they are not welcome here. Black students also raise more serious issues: a perception that they receive different treatment from Campus Security and a keen awareness of the absence of black leaders in the classroom, in the administration, and in the residence halls. They feel there are not enough blacks currently on campus to establish a healthy social environment. As one black student asked the committee: "Why does Notre Dame ask me to do all the changing while the environment seems unwilling to make adjustments in order to accept me?"

• *Scholarship Athletes*. The problem is complicated by the fact that about 40% of black males on campus are scholarship athletes who are caught up in what is largely a self-contained culture. They move in different circles and are accorded very different treatment, some as celebrities, all having available intensive tutoring and immediate resolution of many of the hassles that face other students. Their presence makes it for more difficult for black males who are here exclusively as students to be recognized as such. This is not to suggest, however, that minority athletes are exempt from many of the same problems that are associated with race.

• *Residence Life*. Black students generally say they find residence life at Notre Dame not the positive experience it is intended to be. They feel that there is little constructive effort either by residence hall leaders or by students in general to make this an inviting multicultural context. And, except for going to Ken Durgans—who does a superb job, but cannot do everything—they do not feel that there are clear and open channels if they need to address a sensitive issue.

RECOMMENDATION 6: It is recommended that the University undertake a new and comprehensive effort to ensure that social life on campus become more inviting for minorities. An important component of this recommendation is that an affirmative action program be established for all levels of student affairs and residential life.

RECOMMENDATION 7: It is recommended that the University undertake a serious program to educate the majority—faculty, staff, and students alike—to become more sensitive to cultural differences among students and to promote an environment free from any kind of discrimination.[1]

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[1]A good example of such a program is the FAMES (Faculty Advisors for Minority Engineering Students) program at California State University, Northridge, which is designed to raise the awareness of faculty members concerning minority students and how to relate to them.

Undergraduate Academic Progress

Institutions that have improved minority retention have focused on a wide range of academic and personal support systems.[2] The Freshman Year Studies currently provides an intensive and personal approach of this sort. The committee encourages the continuation and expansion of those programs, particularly a more intensive orientation program and the creative use of academic support groups. Minority students might also be linked with host families in the South Bend community.

After the freshman year, when students move to the respective colleges at Notre Dame, fewer support systems are available and the University as a whole does not monitor in a systematic way the movement of minorities nor does it analyze their overall academic performance. The University and the respective colleges need to monitor more carefully the academic progress of minorities; and to establish necessary support systems. Many faculty would respond positively to involvement in a program to mentor minority students in small groups or on a one-to-one basis.

RECOMMENDATION 8: It is recommended that each undergraduate college assume responsibility for establishing academic support systems for minority students, drawing together the talents of interested students and faculty alike.

It is clear that the most severe academic problem for minority students is the curricula of programs in science and engineering and that the most common problem for underprepared students in science and engineering is a lack of proper background in mathematics. One only need look at Doug Gill's set of predictors correlating high school mathematics, chemistry, and physics grades and SAT Math scores with freshman science and engineering grades here at Notre Dame. (See Appendix 6.) These data are not unique to Notre Dame.

But these correlations can be broken as shown by the effectiveness of the model academic support system in place at the University of California, Berkeley. (See Appendix 7.) Furthermore, our incoming minority students have SAT scores comparable to the Berkeley sample.

The 1986 experimental summer program for minority freshmen is an important first step for us—one that is now to be supported for the next two years by a grant from GTE and the promise of endowment support. The University is fortunate to have someone as qualified and dedicated as Emil Hofman committed to establishing an effective system of

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[2]See Beatriz C. Clewell and Myra S. Ficklen, *Improving Minority Retention in Higher Education: A Search for Effective Institutional Practices*, Educational Testing Service, 1986.

academic support. The perception of this program by freshman minority students is very positive. This program is the first step towards increasing the retention rate of our own freshman-year science and engineering intents among minority students. The committee also endorses Emil Hofman's sense, after visiting the Minority Engineering Program at Berkeley, that Notre Dame should think in terms of an intensive study workshop for minority freshmen in science and engineering. The value is not only educational but also sociological and psychological. This approach has great promise, particularly at it is linked to the summer program and a one-course reduction for first semester freshmen. The idea is not to offer new or different mathematics and science courses for minority students but to organize a workshop program and to consider altering the sequence of existing courses.

RECOMMENDATION 9: It is recommended that the Office of the Freshman Year, in conjunction with the Colleges of Science and Engineering, develop an intensive support system for minority students who are science and engineering intents. It is also recommended that, if the situation warrants, the University alter the sequence of the math and science curriculum for minority freshmen and that a staff professional be employed to develop the program.

Graduate Education

Although the Graduate School has long encouraged applications from qualified minority students, systematic recruitment began only in 1981 with the appointment of Donald Castro as director of graduate admissions. Hispanic, Don was highly sensitive to the need for Notre Dame to do better in this area. As part of a new recruiting program, he constructed a mailing list of minority group members in higher education and solicited their help in encouraging promising minority applicants. He also made an effort to solicit minority applications when he visited particular schools or participated in metropolitan area graduate and professional school "days."

The current Director of Graduate Admissions, Jim Powell, continues the use of various minority mailing lists as well as a program of selective travel. In the fall of 1986, for instance, recruiters traveled to ten predominantly black colleges and universities. (Appendix 8 is a fall 1986 report of Graduate School Activities to Increase U. S. Minority Enrollment.)

Over the last decade minority enrollment in the Graduate School has remained in the range of 5%, blacks and Hispanics remaining at about 2% each. (See Appendix 9 for enrollment figures 1977-86.)

The committee sees graduate education for minorities as an area of significant challenge and opportunity for the University of Notre Dame. There is certainly no more

pressing need in higher education; and the advantages to the graduate faculty of Notre Dame are considerable given the ready placement of qualified minority scholars. This is a task which will require bold and creative efforts in recruiting, new financial resources, and extensive coordination across departmental and college boundaries. But given the bleak national picture, there is certainly no reason that Notre Dame could not begin to establish itself as a leader in this area.

RECOMMENDATION 10: It is recommended that the Graduate School aim to double its minority enrollment over the next five years. To accomplish this end, it is also recommended that a full-time minority recruiter be added to the staff of the Graduate School, that new and competitive minority fellowships be established, and that the University consider establishing a program of dissertation-year fellowships for minority graduate students.[3]

Minority Alumni/ae

Notre Dame has approximately 80,000 alumni and alumnae. As a group they rank high when compared to graduates of other universities in measures such as percentage who contribute to the annual fund and percentage who attend reunions. This significant and enthusiastic alumni/ae involvement is encouraged by an active and well organized alumni association. An elected board governs the association and an "on campus" professional staff manages the association.

In 1947, Frazier Thompson became the first black graduate of the University. Since then there have been close to 500 black graduates. However, they have not been active in alumni activities on campus or in their local alumni clubs. The reason for this lack of involvement is found in the recent description of the black experience at Notre Dame recorded in the February 20, 1987 black alumni sub-committee report, "Enduring, graduating, and disappearing." We presume that members of other minority groups are involved in or alienated from alumni activities in accordance with their own undergraduate experiences.

The elected board members of the alumni association and the professional staff have always been all white, and until recently, all male. However, to their credit, the current and recent leadership views the lack of black participation in alumni activities as a problem needing immediate attention. The alumni association arranged for the October 1985 black alumni/ae "mini-senate" which set in motion many of the ideas and events that led to the

[3]Appendix 10 is a letter from James Powell, the Director of Graduate Admissions, outlining the Graduate School's stated goals for minority recruitment.

formation of our committee.

There are three major obstacles to black alumni/ae involvement: a lingering bitterness among many about their Notre Dame years; a lack of sensitivity toward them by leadership of local alumni clubs; and the Catholic orientation of some alumni events. To address these obstacles, the alumni association has moved to make alumni club leadership aware of the need to include black alumni/ae and has set the following five-year goals: that 50% of clubs will have blacks in leadership roles; that 50% of the clubs will have a black person or couple organize a major event; and that the association will use phoneathons to increase black participation in alumni reunions. Clubs are also being urged to arrange the schedule of meetings so that any religious observations are scheduled at the beginning or end of the event.

Much of the future success of minority involvement in alumni activities will be dependent upon the quality of their student experience at Notre Dame. In turn, minority alumni/ae with positive feelings can serve as a crucial link in recruiting students.

RECOMMENDATION 11: It is recommended that the University give serious attention to sustaining and increasing minority alumni/ae involvement—in regular alumni affairs, in student recruitment, and in interaction with current students. Toward this end, it is recommended that the alumni association create a position for a minority on its professional staff and incorporate minority graduates of the graduate school, law school and business school into its minority alumni rolls, that the University continue to bring back a committee of black alumni/ae, that the admissions office expand its ties with minority graduates, and that the University maintain regular communication with minority graduates.

Strategic Public Relations

If Notre Dame is to pursue the goal of growing as a multicultural environment, it must pursue creative strategies of public relations as a way to endorse, to describe, and to take part in a process of change. Such an effort is helpful in conveying these commitments to the University's constituency and to the public as part of a long-term effort to attract minority faculty and students. Fortunately, the University possesses consummate skills in this area and commands among the public the kind of reputation to make its message heard. This priority could easily be communicated in Notre Dame Magazine, on television spots during nationally televised sporting events, in university bulletins, and in the annual film review of a given academic year. The University might also consider employing a minority graduate who can represent Notre Dame in a broad range of public forums.

RECOMMENDATION 12: It is recommended that as part of a comprehensive plan to grow as a multicultural community, the University develop a strategic plan of public relations to project this commitment to its own constituency and the broader public.

EMBARGOED UNTIL 1:30 P.M. Monday, Feb. 22

MINORITY REPORT PRESS RELEASE

Father Edward A. Malloy, CSC, President of the University of Notre Dame, announced a university-wide plan to increase minorities at a luncheon held February 22nd on the 14th floor of the Hesburgh Memorial Library. Timothy O'Meara, university provost, who appointed a committee last fall to advise him on strategies and goals for the plan, remarked that the committee's report had formed the basis for extensive discussion by the university administration before the plan was presented to Father Malloy with a recommendation for immediate implementation. Present also for the announcement were members of the Committee on Minority Students. A press conference immediately followed the luncheon.

PREAMBLE

In November, 1986 Provost Timothy O'Meara of the University of Notre Dame appointed the Committee on Minority Students to advise him on strategies for enhancing all aspects of the presence of minority undergraduate and graduate students at the University. The Committee presented its report to the Provost in June 1987. During the following months the report received intensive study and discussion by the Officers of the University and the Provost's Advisory Committee, a group which includes the deans of the five colleges and the Freshman Year, as well as the Vice President for Advanced Studies.

Recognizing that a pattern of decreasing minority enrollments (particularly Blacks and Hispanics) in higher education is a national problem with far-reaching implications for both students and faculty, the University of Notre Dame is nonetheless committed to a serious effort to create a Notre Dame community enriched by increased minority presence among students, faculty and administration.

To accomplish this goal, the University has established a comprehensive plan. The basic components of this plan include the appointment of a senior administrator responsible for its general implementation; the naming of coordinators with special minority responsibilities in specific areas; the recruitment and retention of significant numbers of additional minority undergraduates, graduate students and faculty; the implementation of support systems to sustain minority students on campus; the development of an environment supportive and friendly to an increased minority presence on this campus; the dedication of special funds to assist in achieving these goals.

COMPREHENSIVE PLAN--DETAILS

I - Administrative Organization

A. Senior Administrator - Father Oliver Williams, CSC, Associate Provost, has been designated the senior administrator responsible for the implementation of all aspects of this plan. Member of the faculty of the College of Business Administration in the Department of Management, Father Williams has a doctorate from Vanderbilt University Divinity School and other degrees in theology and chemical engineering from Notre Dame. He has published and lectured extensively in the field of business ethics and is a member of the Justice and Peace Commission of the Congregation of Holy Cross. His research and writing have also focussed on the problem of South African apartheid and his travels to that part of the world have been frequent and productive.

B. Minority Plan Coordinators - Within each college of the University an administrator has been identified who will be supervising and implementing the advisory system for minority students as well as the development and utilization of adequate support systems to assist these students in their courses of study. In addition, they will confer with minority students, faculty, and other coordinators in an effort to create an appropriate environment for productive life and study. The following persons will assume these duties:

Angie R. Chamblee, Assistant Dean, Freshman Year

Frederick D. Wright, Assistant Dean and Director, Black Studies Program, Arts and Letters

Jeremiah P. Freeman, Associate Dean for Sophomore Advising in the College of Science

Robert Williamson, Associate Dean, Business Administration

John P. Miles, Assistant to the Dean and Minority Student Advisor, Engineering

On the graduate level, similar positions will be held by the following:

Richard A. Hilliard, Director of Graduate Admissions, Office of Advanced Studies

Carol A. Mooney, Assistant Dean, Law School

Larry G. Ballinger, Director, MBA Program

In the area of student life, responsibilities will include identifying, implementing and inaugurating programs designed to achieve a genuinely integrated cultural diversity in campus activities. Named to that position is

Kenneth B. Durgans, Director of Minority Student Affairs, Office of Student Affairs

In the area of alumni activities and programs, special attention to minority involvement in Notre Dame clubs throughout the nation will be the task of

Charles F. Lennon, Jr., Executive Director, Alumni Office

Finally, serving as consultant will be

Howard Adams, Executive Director of the National Consortium for Graduate Degrees for Minorities in Engineering, who is resident on this campus

II - Undergraduate Students

A. Admissions

The Office of Undergraduate Admissions will set as its goal a minority presence of at least 15% in each freshman class by 1992. To attract and retain proportionally high numbers of Black, Hispanic, American Indian, and Asian American students, the Office of Financial Aid will need considerable additional resources. As a significant step toward this end, the University has established a 12 million dollar endowment fund for minority scholarships. Included in this amount is a million dollar L. G. Balfour Foundation Endowment, a 1.8 million dollar Gillen Endowment and a million dollar pledge from John Kaneb of Boston, the latter two designated specifically for Hispanic students.

B. Academic Support Systems

Energetic recruitment with well-funded financial aid packages alone will not assure the achievement of the minority program goals. Academic support systems are required to address minority retention. The Freshman Year has begun a program primarily for minorities interested in Science and Engineering. Plans for expanding and improving that program, currently funded by GTE, are already in process. In January 1988 the Freshman Year Office was awarded a grant of $1.25 million from the Balfour Foundation to develop and implement summer support programs for minority freshmen. The College of Engineering has developed a program (MEP) designed to enable minority students to achieve higher success rates in engineering. Organized and funded from the

Dean's Office, it has a Director, with a secretary and a cadre of peer advisors and tutors to assist in the work. In addition, the University allows for alterations in the Freshman Year course sequence to meet minority needs while at the same time maintaining academic quality required for competitive graduates. Support systems for minority students in all undergraduate colleges are receiving special attention in the current reexamination of advising systems. The college coordinators named above will have special obligations for actively pursuing these matters. The University also recognizes that academic support programs hinge on the active involvement of departmental faculty and will enlist their full support and cooperation in these efforts.

III - Advanced Students

A. Admissions

Over and above its current aggressive recruitment of minorities, the Office of Advanced Studies will strive to double its minority enrollment by 1992 and to designate special funds for this purpose. In addition to the four Notre Dame Ethnic Minority Fellowships already in place, the OAS is currently negotiating with donors with plans to double that number for 88-89. The successful applicant will receive continuing support to the completion of his/her degree, assuming satisfactory progress in the program. The Office of Advanced Studies will continue to fund recruiting/advising trips by appropriate Notre Dame faculty/administrators to selective traditionally black campuses seeking applicants from all advanced programs. The Graduate School will also persist in its special efforts to offer scholarships to students from Xavier University (New Orleans) and Prairie View A & M University (Texas). A minority administrator in the Graduate School is also being sought to work specifically in these areas.

B. Academic Support Systems

Special attention to academic advising and monitoring in the departments and programs is also required at the graduate level. Department chairmen have special responsibility for overseeing the progress of their minority candidates and are expected to take appropriate steps to see that the students are informed and incorporated into departmental matters. The MBA Program and the Law School are also developing similar support systems for minority students.

IV - Faculty

The University has designated AY 1988-89 as a kickoff year in a renewed effort to attract qualified minority faculty candidates.

For each of the next few years the minority faculty situation will be reviewed and funds will be designated so that the colleges will be able to hire available minority candidates, even without regard to specialty fields. The University will devote effort and expense beyond the normal hiring procedure to expand the pool of minority applicants to the faculty. Immediate goals for minority hiring have been set for the four colleges and the Law School as follows:

Arts and Letters	4 new faculty
Science	4 new faculty
Business Administration	2 new faculty
Engineering	2 new faculty
Law	2 new faculty

These positions are primarily targeted for Blacks, Hispanics or American Indians. However, because the pools of such candidates in some fields are quite small, perhaps even non-existent, under certain circumstances the funds can be used also for hiring women or Asian Americans in specific fields in which there is a significant need for them.

V - Growth of Integrated Community

The above efforts to increase the numbers of minorities at Notre Dame will do much to achieve the objective of a rich and diverse community of minority and majority. But specific actions must occur concurrently:

A) an increase in minorities among hall personnel; this goal should be facilitated by the increase of minority students in the graduate and professional schools who will then qualify for Hall Staff positions.

B) the development of programs such as "Multi-cultural Week" to educate and inform all members of the University community of the important contributions of minorities.

C) the utilization of faculty in addressing the issue of racism both academically and practically on this campus.

D) the involvement of students--both minority and majority--in recognizing their responsibility for educating each other on issues of this nature.

E) the incorporation of Campus Ministry and the Center for Social Concerns in programmatic planning.

F) the search for outstanding minority persons to serve on University advisory councils and boards.

G) the development of a strategic plan of public relations to demonstrate the University's commitment to this plan and its implications.

VI - Special Year of Cultural Diversity

In an effort to highlight the University's commitment to this comprehensive plan and all its aspects, the University has designated AY 1988-89 as "The Year of Cultural Diversity." During this time full-scale pastoral, academic and social programs will be mounted in order to raise the level of consciousness of all members of the Notre Dame community to the importance of minorities in American life and culture. Finally, the Provost will sponsor a Distinguished Lecture Series inviting minorities who are leaders in their fields to deliver addresses on their specialties. Such an all-encompassing plan, if successful, will lay effective groundwork for a continuing rich and diverse community at the University of Notre Dame.